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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the effects of group counseling on junior high remedial readers' self-concepts; (2) dysnomia and its relationship to subtypes of reading disabilities; (3) the effects of the Special Emphasis Project on the reading achievement of elementary school students; (4) the effects of syntactic complexity on the listening and reading comprehension of language disordered children; (5) the relationship between resource program reading instruction and reading achievement for mildly handicapped students; (6) visual word cues, response times, and incorrect responses of unskilled readers on word recognition tasks; (7) the English and reading achievement of remedial and nonremedial college freshmen; (8) the effects of feedback on oral reading errors of learning disabled children; (9) the effects of a supplementary intervention training program on first grade students who lack segmentation ability; (10) the affective and cognitive components of good and poor readers; (11) strategies for identifying the main idea of expository passages; and (12) neuropsychological deficits and reading performance in dyslexia. (FL)

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Remedial and Compensatory Reading Instruction:

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Abstracts of the following dissertations are included in this collection:

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THE EFFECTS OF GROUP COUNSELING ON JUNIOR HIGH REMEDIAL READING STUDENTS' SELF-CONCEPT

Felton, Rebecca Hobgood
DYSNOMIA AND ITS RELATIONSHIP TO SUBTYPES OF READING DISABILITIES

Gibbs, Erma Jean Chapman
AN ANALYSIS OF THE EFFECTS OF THE SPECIAL EMPHASIS PROJECT UPON THE READING ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

Gordon, Judy Anderson
A COMPARISON OF THE ACADEMIC ACHIEVEMENT AND PERSISTENCE OF HIGH-RISK COMMUNITY COLLEGE STUDENTS WHO COMPLETED A REMEDIAL READING COURSE AND COMPARABLE STUDENTS WHO ELECTED NOT TO ENROLL IN A REMEDIAL READING COURSE

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A STUDY OF THE RELATIONSHIP BETWEEN RESOURCE PROGRAM READING INSTRUCTION AND READING ACHIEVEMENT FOR MILDLY HANDICAPPED STUDENTS

Jennings, Frances Ditto
IMPLEMENTING A FRAMEWORK FOR REMEDIAL READING FOR SEVENTH AND EIGHTH GRADES: A DELPHI STUDY

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VISUAL WORD CUES, RESPONSE TIMES, AND INCORRECT RESPONSES OF UNSKILLED READERS ON WORD-RECOGNITION TASKS

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A COMPARISON OF THE ENGLISH AND READING ACHIEVEMENT OF REMEDIAL AND NON-REMEDIAL COLLEGE FRESHMEN

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STRATEGIES FOR IDENTIFYING THE MAIN IDEA OF EXPOSITORY PASSAGES: AN EXPERIMENTAL STUDY

THE EFFECTS OF GROUP COUNSELING ON JUNIOR HIGH REMEDIAL READING STUDENTS' SELF-CONCEPT

Order No. DA8411213

BAKER, BARBARA ANN, PH.D. *The University of Toledo*, 1984. 72pp.

The purpose of this study was to determine the effect of group counseling on the self-concept of seventh grade remedial reading students. The study also examined the effects of group counseling on reading scores and teacher reported behavior.

The sample consisted of ninety seventh grade students. The students were administered the Piers-Harris Self-Concept Scale for Children and the reading section of the Iowa Tests of Basic Skills. One teacher for each student completed a Hahneman Behavior Rating Scale. Every child was randomly assigned to one of three groups: (1) Group I members were thirty remedial reading students who received the six-week, five days a week group counseling treatment in addition to attending remedial reading classes daily. (2) Group II members were remedial reading students who attended remedial reading classes five days a week for the six-week period. (3) Group III members were students who qualified for remedial reading classes but were not enrolled in remedial classes. These students attended the regular reading classes daily.

Data were gathered for every student's reported self-concept, Iowa Reading scores and Hahneman Behavior Rating Scale. Pre-testing data were also gathered on sixty of the students for self-concept. Reading pre-test scores were gathered for the entire sample from an early testing in the fall.

The analytical procedure used for this study was a one-way and two-way analysis of variance. A Solomon four design was used to determine the effects of pre-testing on posttest scores.

It was concluded that group counseling did not significantly affect the self-concept of remedial reading students within a six-week period. There were no significant differences in the self-concepts of students participating in group guidance. However, there was a significant difference in the reported happiness and satisfaction factor of self-concept for the noncounseled students in remedial classes. Students in this group scored significantly higher than students in the other groups.

DYSNOMIA AND ITS RELATIONSHIP TO SUBTYPES OF READING DISABILITIES

Order No. DA8408994

FELTON, REBECCA HOBGOOD, PH.D. *The University of North Carolina at Greensboro*, 1983. 110pp. Director: Dr. J. Nancy White

The purpose of this study was to investigate the relationship between dysnomia and subtypes of reading disabilities. Specifically, three research questions were addressed: (1) Does dysnomia, as indicated by performance on a battery of naming tests, differentiate between subtypes of reading disabilities? (2) How does word-retrieval performance of reading-disabled subjects compare to other groups (both disabled and average readers)? (3) If impaired, is this performance indicative of a developmental lag or a deficit?

The subjects were 41 students, ages 8 to 12, who were identified by their respective school systems as learning disabled and who had a deficit of at least 1.5 years in reading skills. Thirty-eight of the subjects were males and three were females. All of the subjects earned IQ scores of at least 85 on either the Performance or Verbal scales of the *Wechsler Intelligence Scale for Children-Revised*.

The subjects were categorized as to specific type of reading disability using the *Boder Test of Reading-Spelling Patterns*. In addition, a battery of naming tests were administered. These included the *Boston Naming Test*, the *Rapid Automatized Naming Test*, the *Peabody Picture Vocabulary Test-Revised*, and tests of verbal fluency.

Results of this study failed to confirm the existence of a differential relationship between dysnomia and some subtypes of reading disabilities but not others. Subjects in each subtype demonstrated significant word-retrieval problems in comparison both to established norms as well as to other reading-disabled and average readers. In addition, the results indicated that the difficulties in word-retrieval demonstrated by reading-disabled children reflected a deficit rather than a maturational lag.

AN ANALYSIS OF THE EFFECTS OF THE SPECIAL EMPHASIS PROJECT UPON THE READING ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

Order No. DA8412145

GIBBS, ERMA JEAN CHAPMAN, PH.D. *The University of Michigan*, 1984. 279pp. Chairman: Herbert Eibler

The purpose of this study was to analyze and assess the effects of the Special Emphasis Reading Project and its impact upon the reading achievement of fourth and fifth grade students who participated in the project for two school years. An adjunctive focus was to examine procedures and processes used to deliver reading instruction in an attempt to understand the findings that emerged as a result of the Special Emphasis program treatment. The Special Emphasis Reading Project was a federally-funded, educational experiment instituted for the purpose of observing the effects of reading being taught under special conditions. The project site under study was a small, urban, public school district.

Six major hypotheses were tested. Each dealt with the mean reading achievement gain scores of students at one experimental and one control school. Two hundred elementary students and twenty-five staff members who provided services to project students at the experimental and control schools were investigated as a part of this study.

Analysis of Special Emphasis was set within a "longitudinal" framework that involved data collection over a two-year period. The study design attempted to measure the impact of intensive readng instruction upon students participating in the project. California Achievement Test results, staff questionnaires and a classroom practices rating scale were instruments upon which the researcher relied to ascertain the effects of the Special Emphasis program on student achievement in reading. The reading test data were analyzed using "t" tests for independent samples. Quasi-qualitative procedures were used to analyze the survey data.

By in large, project results were not statistically significant. In fact, for the experimental students, the mean gain in reading achievement was less than would have been expected in the absence of the project. The Special Emphasis treatment appeared to have produced a negative result. Survey data indicated that the process of implementing Special Emphasis may have served as a deterrent to significant reading gain. The influence of unmeasured process and school climate variables may have been strong enough to swamp the effects of variation in reading practice rendering the project ineffective.

A COMPARISON OF THE ACADEMIC ACHIEVEMENT AND PERSISTENCE OF HIGH-RISK COMMUNITY COLLEGE STUDENTS WHO COMPLETED A REMEDIAL READING COURSE AND COMPARABLE STUDENTS WHO ELECTED NOT TO ENROLL IN A REMEDIAL READING COURSE

Order No. DA8410667

GORDON, JUDY ANDERSON, ED.D. *Mississippi State University*, 1983. 136pp. Director: Dr. Sandra P. Burkett

The primary purpose of this study was to compare the academic performance and persistence of high-risk students who had successfully completed a remedial reading course during the fall 1982 semester to the academic achievement and persistence of comparable students who did not enroll in a reading course during that same semester. Further the study compared the academic performance and persistence of high-risk students to developmental and grade-level readers, and sought to analyze the value of selected factors as predictors of academic performance and persistence for those same students. Of the 1142 students who enrolled as first-time, full-time in the fall 1982 semester at Hinds Junior College, 400 were termed high-risk in respect to reading placement, with 120 at Level 1 (grade-level 6.8 or below), and 280 at Level 2 (between grade-levels 6.9 and 9.8). To analyze the data of this ex post facto study, three analyses of variance, two chi square analyses, three multiple regression analyses and three discriminant analyses were used.

Of the 400 high-risk students who scored 9.8 reading grade-level or below, 45% successfully completed a remedial reading course while 55% elected not to enroll in a reading course. At Level 1 there

was no significant difference in fall 1982 grade point average between those students who had taken a reading course and those students who had not. At Level 2 those students who had completed a remedial reading course had a significantly (.01 level) higher GPA for the same semester. Also, there was a significantly (.05 level) higher rate of persistence for the 1982-83 academic year for those Level 2 high-risk students who had completed a remedial reading course than for comparable students who did not take the course.

Significant predictors of academic achievement among the high-risk freshmen were: major (technical/vocational), gender (female), reading placement, having had a remedial reading course, and ACT score. Significant predictors of persistence among the high-risk freshmen were: English placement, race (nonwhite), having had a remedial reading course, financial aid, ACT score, and major (academic).

THE EFFECTS OF SYNTACTIC COMPLEXITY ON THE LISTENING AND READING COMPREHENSION OF LANGUAGE DISORDERED CHILDREN

Order No. DA8409279

HALPIN, MARY ELIZABETH, PH.D. *Marquette University*, 1983. 182pp.

A follow-up study of children diagnosed as language disorder during the preschool years was conducted to test the validity of two theoretical perspectives, neuropsychological and linguistic. Based on neuropsychological theory, it was predicted that there would be two distinct groups of language disordered children who would perform differently on both sentence repetition and story comprehension tasks when the method of task assessment was non-oral rather than oral. While the oral/non-oral predictions were not upheld, the validity of two separate groups of language disordered children was demonstrated. Based on linguistic theory, it was predicted that both groups of language disordered children would perform similarly to average children when sentence and stories were composed in simple (active-declarative) syntax. Conversely, it was predicted that complex (passive) syntax would differentiate language disordered from normal children. While an interaction of syntactic complexity by groups was not upheld, this study did support other linguistic research which has shown that language disordered children produce fewer grammatical morphemes than average children. Futhermore, it was predicted that the performance of all children on the sentence repetition and story comprehension tasks would be a function of their Verbal IQs, but not their Performance IQs. Both predictions about IQ were upheld. Finally, it was predicted that the listening condition for sentence and story tasks would be significantly easier for all children than the reading condition. This prediction was upheld for sentence repetition, but not for story comprehension tasks. It was speculated that isolated sentences represent syntactically more demanding tasks than stories composed in predictable story grammars. In the present study, both groups of language disordered children exhibited more difficulty on sentence repetition than average children. Conversely, expressive-only children performed similarly to average children on story comprehension where it appeared that they were able to compensate for their syntactic deficits by utilizing their concept of story grammar to aid recall.

A STUDY OF THE RELATIONSHIP BETWEEN RESOURCE PROGRAM READING INSTRUCTION AND READING ACHIEVEMENT FOR MILDLY HANDICAPPED STUDENTS

Order No. DA8419146

HAYNES, MARIANA CHRISTINE, PH.D. *University of Washington*, 1984. 168pp. Chairperson: Professor Joseph R. Jenkins

Process-product research in regular classrooms with non-handicapped populations suggests that certain instructional variables increase the amount of engaged academic responding which, in turn, affects student achievement. With respect to special education, the extent to which current programs are designed to include effective instructional variables is unknown.

The purpose of this study was to describe reading activities for mildly handicapped students in resource programs and regular classrooms and to determine how teaching behaviors relate to student reading activities and how student reading activities relate to growth in reading ability. Reading instruction in 23 resource programs was examined for 117 fourth-, fifth-, and sixth-grade mildly handicapped students. Detailed observations of students' total resource time were used to describe reading instruction in resource programs and to examine relationships among teacher instruction, student reading time, and student reading achievement. In addition, regular classroom observations of a subsample of mildly handicapped students and their non-handicapped peers yielded total day measures of reading instruction for handicapped and non-handicapped students.

Overall, substantial variation was found in the amount of time that students were engaged in reading and reading-related activities in both regular and resource programs. The results indicated that students spent more time proportionally in the resource room on direct and indirect reading activities than in the regular classroom. However, total day measures of reading instruction showed that handicapped students received the same amount and type of instruction as non-handicapped students.

The results of analyses testing relationships among teacher instruction, student reading time, and student reading achievement indicated that approximately 75 percent of the variance in posttest reading achievement was explained by pretest reading achievement: student reading time accounted for less than one percent of the variance in posttest performance after partialling out the effects of pretest and IQ. After controlling for pretest, 44 percent of the variance in student reading time was explained by teacher instruction.

IMPLEMENTING A FRAMEWORK FOR REMEDIAL READING FOR SEVENTH AND EIGHTH GRADES: A DELPHI STUDY

Order No. DA8414099

JENNINGS, FRANCES DITTO, PH.D. *North Texas State University*, 1984. 230pp.

This study determined the instructional approaches and teaching techniques and materials reading specialists perceived to be the most effective for the seventh and eighth grade remedial reading courses mandated by Texas House Bill 246. It also determined the most effective inservice procedures for training teachers assigned to teach these courses.

Fifty-four Texas reading specialists, representing school districts, service centers, and colleges and universities, participated as panelists in the Delphi, completing three rounds of questionnaires. Perceived recommendations were rated by panelists according to levels of effectiveness.

The instructional approach to teaching reading rated as the most effective was a diagnostic/prescriptive approach with individual student plans. The teaching technique rated as the most effective was to provide instruction and practice on a level where students can experience initial success. Materials rated as the most effective were a wide variety of books for both instruction and independent reading. The procedure for in-service training rated as the most effective was to provide follow-up/feedback in the classroom after a training session.

Conclusions drawn from this study include (1) there is no one best approach to teaching postelementary remedial reading; (2) some method should be provided for diagnosing individual student needs from which individual plans can be made; (3) actual reading of a wide variety of materials should be an integral part of the remedial reading program; (4) more attention should be given to comprehension and developing higher level thinking skills than to isolated skill deficiencies; (5) the most effective in-service appears to be based on the self-perceived needs of the teachers; (6) in-service training is more effective if conducted at the building level, sheduled throughout the year or with compensatory time, with follow-up in the classroom provided; and (7) in-service training provided by local reading specialists appears to be the most effective, utilizing the formats of visitations, sharing sessions, and actual demonstrations.

VISUAL WORD CUES, RESPONSE TIMES, AND INCORRECT RESPONSES OF UNSKILLED READERS ON WORD-RECOGNITION TASKS

Order No. DA8409261

LEACH, LEONORA MILDRED, PH.D. *Fordham University*, 1984. 243pp. Mentor: Carolyn N. Hedley

The purpose of this study was to investigate cue salience, a predisposition for the deployment of attention, in the word-recognition performances of adult remedial readers who differed in their ability to pronounce isolated words. The hypotheses tested in

relation to response times of subjects and the number of errors made were as follows: There is no significant difference in the response times of subjects nor in the number of errors made on visual word-recognition tasks as a function of (a) word pronunciation ability level, (b) cue type: orthographic regularity, word beginning, and word ending, or (c) word length. There is no significant interaction in he response times of subjects nor in the number of errors made on visual word-recognition tasks between (a) word pronunciation ability level and cue type, (b) word pronunciation ability level and word length, (c) cue type and word length, or (d) word pronunciation ability level, cue type, and word length.

The word pronunciation ability level--high, medium, or low--of the 36 remedial readers, ages 17 to 24, with reading comprehension scores below the 11th grade, was determined by performance on a word pronunciation test; cue salience was determined by performance on a test of match-to-sample tasks manipulated according to cue condition.

Results of a three-way analysis of variance with repeated measures on two factors showed that significant factors in the response time scores were (a) cue type: orthographic regularity, word beginning, and word ending, (b) word length, (c) the interaction between word pronunciation ability level and word length, and (d) the interaction between cue type and word length. Significant factors in the error scores were (a) cue type, (b) word length, (c) the interaction between word pronunciation ability level and cue type, (d) the interaction between cue type and word length, and (e) the interaction between word pronunciation ability level, cue type, and word length.

The most salient word-recognition cue was word beginning; the next, word ending; and the least, orthographic regularity. Word length was a significant cue singly and in interaction with the other cues. Word pronunciation ability level interacted principally with orthographic regularity and word length. These findings suggest that familiarity with middle-letter sequences in words is important for adult remedial readers.

A COMPARISON OF THE ENGLISH AND READING ACHIEVEMENT OF REMEDIAL AND NON-REMEDIAL COLLEGE FRESHMEN

Order No. DA8407302

MEESIN, CHAROON, ED.D. *Texas Southern University*, 1983. 159pp. Adviser: Professor Sumpter L. Brooks, II

The purpose of this study was to compare the academic achievement of remedial and non-remedial college freshmen students in English and reading at Texas Southern University. In addition, this study examined the effects that the variables of sex, employment status, and academic class loads had upon the remedial students' achievement.

Subjects (N = 326) from the population (N = 1,327) were randomly selected in the fall semester of 1981 and spring semester of 1982. They were assigned to one of three groups: (1) Remedial Group (N = 120), (2) Non-Remedial Group (N = 86), and (3) Admission Group (N = 120). Pretest-posttest mean scores and mean changes from the *English Placement-Diagnostic Examination* (EPDE) and the *Nelson-Denny Reading Test*, Forms A & B, were used to measure English and reading achievement, and t-tests were used to test for significant differences.

Conclusions. (1) While remedial courses did significantly improve the Remedial Student Group's achievement, the improvement was not enough to bring their achievement up to that of the Non-Remedial Student Group in English. (2) The achievement at the end of the remedial course for the Remedial Student Group was significantly greater than the exit achievement of the Admission Student Group (students who did not take the placement pretests and those who transferred) for both English and reading. (3) The entry achievement of the Non-Remedial Student Group was significantly greater than the exit achievement of the Admission Student Group for both English and reading. (4) Sex, employment status, and academic class loads had no significant effect on the achievement of the Remedial Student Group.

Recommendation. Follow-up studies should be conducted to investigate the achievement of the Remedial Student Group and the Admission Student Group who enroll in regular English and reading courses.

COMPARING THE COST EFFECTIVENESS OF SELECTED KENTUCKY CHAPTER I READING PROGRAMS BY INSTRUCTIONAL PERSONNEL AND STUDENT ACHIEVEMENT

Order No. DA8420426

NELSON, GWEN TARRY, ED.D. *University of Louisville*, 1984. 101pp.

The Elementary and Secondary Education Act (ESEA) of 1965 was adopted by Congress as a means of equalizing educational opportunities. From this act came Title I (recently renamed Chapter 1), which is the largest educational program administered by the federal government.

Since its inception, Chapter 1 funding has fluctuated, depending upon the attitude of each administration. Because of the uncertainty of each year's funding, local education districts must budget their proposed allotments efficiently. One way some districts are striving toward cost efficiency is to hire instructional aides in lieu of certified personnel. In this paper, I compare three classifications of Chapter 1 instructional personnel and determine which is the most cost effective. The classifications of instructional personnel are: (1) certified teachers only, (2) direct service aides, and (3) certified teacher-aide combinations. The cost of each program is compared, as well as the student achievement within each instructional group.

It was decided that if there were no differences in achievement gains of students taught by certified personnel or students taught by direct service aides or students taught by combinations of aides and teachers, and if aides were less expensive, then the utilization of aides was the most cost effective.

The sample included the 103 Kentucky school districts that used the California Achievement Test to evaluate their 1981-82 Chapter 1 reading programs. Of the 103 districts, fifty-four districts utilized either direct service aides or teacher-aide combinations. The Chapter 1 reading students were enrolled in grades two through six during the 1981-82 school year.

No differences were found in the mean achievement gains of students in grades two through five, whether they were taught by direct service aides, certified teachers, or combinations of teachers and aides. In grade six, students who were taught by combinations of teachers and aides tended to have a higher achievement gain than students who were taught by certified teachers. However, in grade six no differences were found in achievement gains of students taught by direct service aides and students taught by certified teachers nor were any differences found in achievement gains of students taught by direct service aides and students taught by teacher-aide combinations. In addition, direct service aides were the least expensive of the three instructional groups.

A CASE STUDY OF ACADEMICALLY READING DEFICIENT STUDENTS' PERCEPTIONS OF THE TRANSITION FROM AN ELEMENTARY SETTING TO A SECONDARY SETTING

Order No. DA8411692

NICKOLS, MITCHEL ANTOINE, PH.D. *University of Pittsburgh*, 1983. 226pp.

The purpose of this study was to conduct a case study of academically reading deficient students' perceptions of the transition from an elementary setting to a secondary setting. Specifically, given the literature review and data gleaned from this study, guidelines were suggested to help bridge the gap between the two settings. The transition was as sixteen E.S.E.A. Title I reading students moved from the sixth grade in the elementary setting to the seventh grade in the secondary setting.

Data for this study were gathered by conducting a semi-structured interview which related to reading in the sixth and seventh grades, and the pre- and post-year administration of the Reading Style Inventory, the Estes Attitude Scale (for Reading), and the Test of Reading Comprehension. The findings were charted on tables to determine and compare the sixteen students' results across case studies. The data were analyzed by examining and comparing key concepts, commonalities, patterns, and disparities.

The findings of this study indicated that kinesthetically-oriented seventh graders have a more negative attitude toward reading than do students who are auditory- and/or visually-oriented. Other findings indicated that academically reading deficient students perceived the transition as being difficult, but they had become visually- and/or auditory-oriented, more self-motivated, and had a more positive attitude toward reading because of the support they received in the elementary reading center.

In conclusion, students who expressed a more negative attitude toward reading as seventh graders should become more self-motivated and at least auditory in preferred learning modality to have a more positive attitude toward reading. Also, students' overall perceptions of the transition consisted of more work, harder classes, teachers who were more strict than elementary teachers, and the desire to attend a reading center where students could continue to receive the kind of extra help and attention they had received in the sixth grade.

A MULTIVARIATE ANALYSIS OF THE EFFECTS OF A PARENT EDUCATION MODEL FOLLOW THROUGH PROGRAM VERSUS ENROLLMENT IN A TITLE I SCHOOL ON READING AND MATHEMATICS COMPETENCE, GRADE RETENTION, AND SPECIAL EDUCATION PLACEMENT OF BLACK AND HISPANIC STUDENTS: A LONGITUDINAL STUDY

Order No. DA8414027

PACE-CHAPPELL, EDWINA ANKTON, PH.D. *Southern Illinois University at Carbondale*, 1984. 233pp. Major Professor: Dr. Harold R. Bardo

This study examined the long-term effects of a Parent Education model Follow Through program. It was conducted in a southwestern school district. Dependent variables included reading and mathematics competence, as measured by the ITBS and locally developed minimum competency tests; grade retention; and special education placement. The sample comprised 220 Black and Hispanic, male and female students, 99 Follow Through and 121 non-Follow Through. The Follow Through students had participated in the project for at least two years and were enrolled in Title I schools at the end of grade three. Five years later, they still were enrolled in the school district. The non-Follow Through group attended the same schools as the Follow Through cohort at the end of grade three and still were enrolled in the school district five years later.

Statistical techniques employed were multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), and stepdown *F* tests. All variables, except those measured through the competency tests, were analyzed through MANOVA at the end of grade three. Five years later, the same variables were analyzed through MANCOVA, with grade three scores as covariates. No significant main or interaction effects were found through those analyses. Two significant interaction effects, however, were found through the MANCOVA analysis of reading and mathematics certification status, with grade three achievement scores as covariates. Certification status, based on scores from the competency tests, also was assessed five years after grade three. Those effects were program x ethnicity ($p = < .005$) and program x ethnicity x gender ($p = < .05$).

Stepdown analysis indicated the significant two-factor interaction was in favor of Hispanics in Follow Through on reading and mathematics certification status ($p = < .05$ and $< .005$, respectively). For the significant three-factor interaction, stepdown analysis indicated a difference in favor of Hispanic males in Follow Through on mathematics certification status ($p = < .05$). Thus, long-term effects were found for the Follow Through project, but only for Hispanics, primarily males.

Among the recommendations for further study were exploring why the project had more impact on Hispanics, especially males, and providing follow-up at or through grade twelve.

EFFECTS OF FEEDBACK ON ORAL READING ERRORS OF LEARNING DISABLED CHILDREN

Order No. DA8416399

PERKINS, VICTORIA LEIGH, PH.D. *University of Virginia*, 1983. 102pp.

Learning disabled males in grades one-four were pretested on consonant-vowel-consonant (CVC) nonsense words to determine subjects in the acquisition stage of decoding. Forty-eight boys were then randomly assigned to four feedback treatment conditions. The one independent variable was the feedback treatment manipulations: (a) general, (b) corrective/modeling, (c) corrective/sound-it-out, and (d) no feedback. Feedback was provided when oral reading errors were made on a list of experimental CVC nonsense words. Dependent measures were: (a) experimental words correct in the experiment, (b) experimental words correct one week later, (c) Transfer words correct on the pretest, and (d) transfer words correct one week later.

A one-way analysis of variance revealed a significant difference between types of feedback. Planned orthogonal comparisons using two-tailed t tests demonstrated more correct responses for: (a) any type of feedback compared to no feedback, (b) corrective feedback (modeling and sound-it-out) compared to general feedback, and (c) modeling compared to sound-it-out on the immediate task measure. Maintenance of performance was not demonstrated when analyzed by repeated measures of the experimental words. The group that received modeling showed the sharpest decline when measured one week later. Transfer between the experimental and transfer word lists did not occur. Repeated measures analysis of transfer word list performance did not reveal any changes due to types of feedback.

VALIDATION OF A FORMULA TO PREDICT POST-INSTRUCTIONAL READING ACHIEVEMENT AND A DESCRIPTION OF THE USE OF TIME ACROSS REMEDIAL ACTIVITIES

Order No. DA8411832

PIATT, CORINNE Z., PH.D. *University of Pittsburgh*, 1983. 225pp.

This two-phase study was carried out at suburban non-public schools in an attempt to answer the following questions: What is the best subset of variables among IQ, pretest, grade level, and amount of time in remedial instruction at grades 5-7 for predicting posttest scores? How is time used across remedial activities, and what is its relationship to gain as measured by a standardized reading test?

Phase 1. In separate stepwise regressions for 115 boys and 77 girls, pretest score was the best predictor with IQ adding a few percent to the prediction. The resulting equations after cross-validation predicted 42.8 percent and 40.8 percent of the variance in posttest scores for males and females respectively.

Phase 2. The investigation of the use of time across remedial activities with 96 pupils, grades 5-7, and 10 reading specialists revealed that pupils (a) are engaged for 82 percent of their allocated time, and (b) spend more time on skills reading than on sustained reading or on oral reading. Pearson product moment correlations between time and gain, a 3 x 2 analysis of variance in the use of time across six subgroups, and the relationship between two teacher variables and gain produced the following results: (1) There was a positive relationship between gain and independent engagement with materials that were similar to the reading test and a negative relationship between gain and the amount of time in group engagement where help with difficult classroom content predominated. (2) Noninteractive teaching, which parallels teachers' monitoring behavior in direct instruction, was positively associated with reading gain; interactive teaching time of 67 percent exceeded the point at which more teaching no longer produced gain and was negatively associated with reading gain.

THE EFFECTS OF A SUPPLEMENTAL INTERVENTION TRAINING PROGRAM ON FIRST GRADERS WHO LACK SEGMENTATION ABILITY

Order No. DA8414935

POE, LYDIA VIRGINIA LIND, ED.D. *University of Southern Mississippi*, 1983. 141pp.

This study investigated the effects of segmentation training on decoding and segmentation ability of children identified as unable to segment visually and/or orally. Subjects were first grade children, designated by their teachers as having difficulty in learning to read.

A total of 225 children was tested with the Peabody Picture Vocabulary Test (PPVT), the Wide Range Achievement Test (WRAT), the Test of Auditory Analysis Skills (TAAS), and the Concepts About Print Test (the *Sand* test). The population was stratified according to WRAT and PPVT scores. The TAAS and *Sand* test identified subjects who could not segment. There were 159 children who could not segment orally and/or visually. From this number, the population was reduced to nor more than 20 per cell and then randomly assigned to the experimental or control groups. The Glass-Analysis for Decoding Only (Glass-Analysis) program was utilized in the segmentation training.

Using analysis of variance procedures, it was found that: (a) oral and visual segmentation ability *were not affected* by verbal intelligence, decoding ability, or some interaction between these two variables; (b) visual segmentation and decoding ability *did not improve* significantly after Glass-Analysis training; and (c) oral segmentation ability *did improve* significantly following Glass-Analysis training ($p < .01$).

Results of this investigation implied that segmentation training can improve oral segmentation ability within a 4-week training period but cannot improve visual segmentation ability or the ability to decode (a visually dependent task) within the same time frame. It may be that because first grade children have difficulty *attending* to visual tasks, visual segmentation and decoding could not be improved within this training period.

NEUROPSYCHOLOGICAL DEFICITS AND READING PERFORMANCE IN DYSLEXIA: AN EXPLORATORY STUDY

Order No. DA8421220

RANKIN, CYNTHIA STEVENS, ED.D. *Harvard University*, 1984. 145pp.

The purpose of the study was to increase knowledge about the relationship between neuropsychological functioning and reading performance in dyslexics. Eleven diagnosed dyslexic boys were given neuropsychological tests taken from Mattis et al. (1975) and the Boder Test of Reading Spelling Patterns (Boder & Jarrico, 1982) in order to determine whether they could be assigned to subgroups and whether there would be correspondence between membership in the two groups. Only two subjects were assigned to Mattis et al. (1975) syndromes using their membership criteria; with adjustments six additional subjects were classified. Nine of the eleven subjects were assigned to Boder subgroups with distribution among the subgroups different from that reported in other studies. Correspondence between membership in the neuropsychological and reading-spelling subgroups was forty-five percent.

In an effort to learn more about the connections between dyslexics' neuropsychological deficits and their reading performance analyses were conducted on subjects' errors on the Mattis et al. (1975) battery and on errors from tests of word recognition and oral paragraph reading. The analyses failed to reveal patterns in either frequency or distribution of the error types across the subjects. All subjects made errors in all categories. Analysis of subjects' reading errors using category definitions based on those reported in the acquired dyslexia literature was particularly problematic. In contrast to reports from other research (Holmes, 1978; Jorm, 1979), reading errors proved difficult to categorize; most errors represented combinations of phoneme, grapheme and associative aspects to the stimulus words.

The small number of subjects severely constrained the generalizations to be drawn. The findings did suggest that more combinations of abilities and disabilities exist within the dyslexic population than were covered by the subgroup classifications. Results futher suggested that dyslexic children's access to neuropsychological subskills on which they do poorly might be slow, limited, or restricted, but the subskills are not inaccessible as they are for aphasic dyslexic adults. Recommendation was made for directing attention to studying dyslexic performances within the context of younger, achievement matched normals.

AN ANALYSIS OF THE AFFECTIVE AND COGNITIVE COMPONENTS OF GOOD AND POOR READERS

Order No. DA8410962

RASHKIN, STEPHEN BRUCE, PH.D. *Hofstra University*, 1983. 102pp.

The present study compared the cognitive and affective styles of skilled and unskilled comprehenders. Previous literature indicates that good and poor readers differ in their ability to monitor comprehension, the purpose they see for reading, and the quality of affective ideation engaged in while reading.

Twenty-four female tenth graders, twelve in each group, were randomly selected based upon their scores on the reading section of the California Achievement Test. Subjects in the control group were functioning on grade level in both vocabulary and comprehension. Subjects in the experimental group achieved grade level scores in vocabulary, but were two years below in comprehension.

The experimental procedure required subjects to read a short story aloud and verbalize what the story was about or what she was thinking or doing when she saw a visual cue. Subjects were trained individually by the examiner until they met criteria. Each subject was then given a story from the SRA Reading Laboratory that was commensurate with her comprehension level, and recorded while reading under the experimental condition. The subjects' verbalizations were transcribed and placed in categories indicating comprehension monitoring, purpose, affective ideation, and silence.

A simple analysis of variance was used to examine between-group differences for total responses in each category, and the number of responses emitted during the first and last third of the activity. Trends over time were analyzed using a repeated measures analysis of variance, and T-Tests were used to examine within-group changes from the first to last third of the exercise.

Results indicate that good readers monitor comprehension and see meaning construction as the goal of reading to a significantly greater extent than poor readers. Differences did not reach significance for overall decoding responses and inhibitive ideation, but poor comprehenders showed significantly more silence than good comprehenders. Good readers demonstrated more persistence in maintaining response rates in each category. In contrast, poor comprehenders exhibited greater decreases in comprehension monitoring and meaning construction responses, while showing greater increases in inhibitive ideation and silence during the reading activity.

Implications of the present study, and suggestions for future research, are discussed.

A SYSTEM FOR TEACHING WORD RECOGNITION SKILLS TO CHILDREN WITH SEVERE READING DISORDERS

Order No. DA8412468

STEED, MAURINE ROBINS, ED.D. *Brigham Young University*, 1984. 99pp. Chairman: James W. Dunn

It was the purpose of this study to develop and evaluate an instructional system for teaching word recognition and identification skills to children with severe reading disorders. The system was developed while observing and teaching four learning disabled readers, using traditional and modified special programs. The system consists of identified basic concepts, selected word patterns, and new materials created for the system (magnetized, color-coded, foam rubber letters and letter clusters), and a manual containing a pre and postest, word lists, presentation techniques, a record keeping system, and the system rationale. The system was evaluated by three special education teachers in three schools, implementing the system with nine learning disabled children for a one month period, by interviewing the participants, by observing the implementation, and by presenting the system to a publisher. It was concluded that the children made higher than expected gains, and the system is workable for other special education teachers.

STRATEGIES FOR IDENTIFYING THE MAIN IDEA OF EXPOSITORY PASSAGES: AN EXPERIMENTAL STUDY

Order No. DA8410053

STEVENS, ROBERT JAMES, PH.D. *University of Illinois at Urbana-Champaign*, 1983. 114pp.

The goal of this study was to test the relative effectiveness of instructional interventions designed to teach remedial reading students to identify the main idea of expository passages. These interventions were based upon research in cognitive psychology and task analysis, and were implemented via a computer-assisted instruction program. The study randomly assigned students to treatments in a 2 x 2 factorial design. The Strategy Training intervention taught students strategies for identifying the topic and main idea of expository passages. This treatment also taught students metacognitive skills for checking the appropriateness of these main idea hypotheses. The Classification Skills intervention taught students to classify words, phrases and sentences under the appropriate topic. The Control students received practice answering main idea questions, much like main idea instruction in basal reading series.

The results of the analysis of covariance indicated a significant effect for Strategy Training in terms of students' ability to answer main idea questions about passages on experimental and nonexperimental content. The Classification Skills treatment had a significant effect only when the content of the posttest was the same as that used in the interventions. A stepwise regression analysis indicated that students' condition in the Strategy Training treatment was the best single predictor of their posttest achievement, and accounted for 27% of the variance in their posttest scores. These results suggest that teaching remedial reading students strategies for identifying the main idea of expository passages can be both effective and very useful for classroom instruction in reading.

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